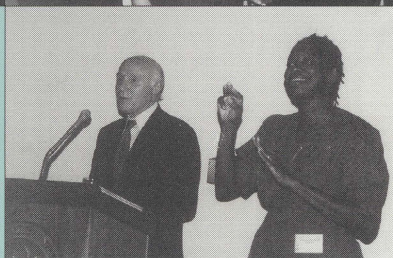
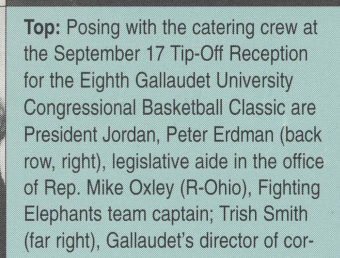
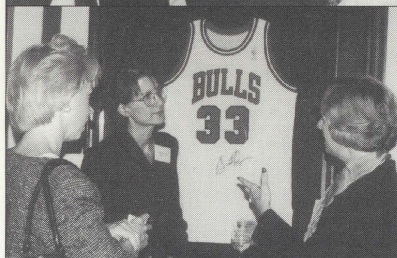
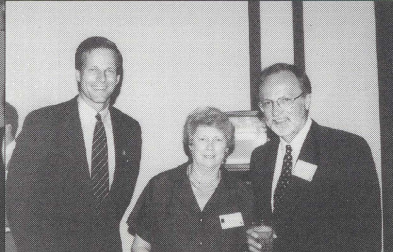
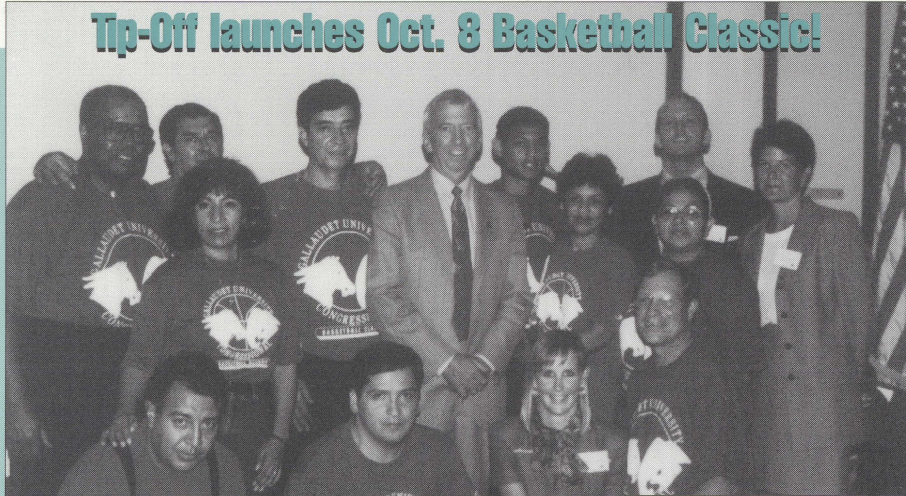




On the Green—A publication for Gallaudet faculty, teachers, and staff
Gallaudet University • 800 Florida Avenue NE, Washington, DC 20002-3695

October 1, 1997
Vol. 27, No. 20

Tip-Off launches Oct. 8 Basketball Classic!



Top: Mingling at the reception are Susan O'Malley, president of Washington Sports and Entertainment, John Becker (right), head coach of the Gallaudet men's basketball team, and assistant coaches John Perry (center) and Danny Lacey. **Bottom:** Dr. Judith Harkins (center), Gallaudet's director of the Technology Assessment Program, Joan Walsh (left), account executive of Amdahl Corporation, and Mary Alexander, assistant general manager of Matsushita admire a Chicago Bulls jersey autographed by Scottie Pippen.

Top: Posing with the catering crew at the September 17 Tip-Off Reception for the Eighth Gallaudet University Congressional Basketball Classic are President Jordan, Peter Erdman (back row, right), legislative aide in the office of Rep. Mike Oxley (R-Ohio), Fighting Elephants team captain; Trish Smith (far right), Gallaudet's director of corporate and foundation relations, and Michele Tennery (front row, second from right), manager of community relations and special events for COMSAT Corporation. The game will be held October 8 at 7:30 p.m. in the Field House. Admission is free.

Bottom: Jim Carroll (left) and Bob Dunkel (right), representatives from COMSAT Corporation, sponsor of the Tip-Off Reception, greet Rep. Gene Green (D-Texas).

Top: Sue Ellis, Gallaudet's director of congressional relations, chats with Rep. John Thune (left), (D-S.D.), and Rep. David Bonior (D-Mich.), Dunkin' Donkeys team captain and one of Gallaudet's Congressional members of the Board of Trustees. **Bottom:** Senator Herb Kohl (D-Wisc.) owner of the Milwaukee Bucks, expresses support for the game. (Also pictured is interpreter Jolanda Greenfield.)

Velez opens Hispanic Heritage Month

By Roz Prickett

Ivy Velez, a deaf community advocate and activist working with multicultural deaf people and their families in the Boston, Mass., area, was the featured speaker September 15 at Gallaudet's kick-off event on the first day of National Hispanic Heritage Month.

Velez, who was born in Puerto Rico, moved with her family to the United States when she was young so that she and her two deaf sisters could attend the American School for the Deaf in Hartford, Conn. She attended



Gallaudet University for a short time but never graduated. She said that for a time she was not proud of her Hispanic heritage and wasn't sure how to integrate her deaf and Hispanic identities.

Velez now strongly advocates that deaf Hispanic individuals should celebrate and respect their Hispanic culture at Gallaudet and within the deaf community. She stressed that deaf Hispanic people must work to eliminate the oppression that they face. One way to do this, she said, is to believe that they can do whatever they want. "When planning the National Hispanic Council of the Deaf and Hard of Hearing conference, my first job was to convince my committee that they were capable of doing it," she said. "They were thinking, 'I can't. I can't.'"

Citing the discouraging statistics about the low numbers of deaf Hispanic people graduating from college and earning master's and Ph.D. degrees, she said that Gallaudet students who are Hispanic should take on the responsibility of being role models and advocates for young deaf Hispanic children.

Velez's presentation, which was arranged by the Office of Multicultural Student Affairs, was followed by a reception at the Peikoff Alumni House.

An additional event that took place during Hispanic Heritage Month was the Hispanic Student Conference September 26-28. It included a reception, a dance, workshops, and a tour of the National Gallery of Art's exhibit entitled "Latino Photographers."

The celebration closes with an arts and crafts fair October 15.

An open letter from President Jordan on sign communication

Dr. I King Jordan

Gallaudet is and will remain a university that serves deaf and hard of hearing students no matter how they choose to sign.

"At Gallaudet, direct, visual and interactive communication will always be a top priority. To that end, Gallaudet is and will remain a university where everyone—students, faculty, teachers, and staff—is committed to the learning and clear use of American Sign Language and English in all aspects of University life to meet the needs of the students we serve.

"Since it was chartered by Congress in 1864, Gallaudet has carried out its mission as defined by federal law. That mission is to provide model programs for deaf and hard of hearing Pre-College students; exemplary undergraduate programs for qualified deaf or hard of hearing undergraduates; and professional training for hearing, deaf, or hard of hearing graduate students. As a result, Gallaudet has always welcomed students from a variety of communication backgrounds. Today, more than ever, our deaf and hard of hearing students reflect the rich diversity of the American

deaf community.

"Some Gallaudet students are profoundly deaf; some are hard of hearing. Some were educated in residential schools, some in the mainstream. Some have cochlear implants. Some come with a great deal of experience in the deaf community, others from high schools in which they were the only deaf student. Some come from other countries and arrive knowing only their native sign language. Some sign ASL fluently; some sign more like English; some don't sign well at all. These differences notwithstanding, all our students thrive in a community where clear direct visual communication is the expectation.

"Discussion about sign communication on this campus has been continuous, although results of this constant, intense scrutiny may not always be widely known. Currently, the campus is engaged in a more public discussion, precipitated by a demand that American Sign Language become the official 'speech' of the University. I am pleased that Student Body Government leaders, who are the elected representatives of undergraduate students, are now framing that dis-

cussion so it will focus sharply on what has always been the central issue: how to achieve the clear communication that is the right of every member of the Gallaudet community.

"One milestone in the long history of improving sign communication at Gallaudet is the Statement on Sign Communication at Gallaudet University, which articulates Gallaudet's position on this matter. That is also my position. Developed through an inclusive process with input from students, faculty, teachers, staff, alumni, and board members, the statement recognizes the complex nature of sign communication on the Gallaudet campus and affirms the right and responsibility of everyone to understand and be understood. At the same time, it points to the need for "sign communication at Gallaudet to be inclusive, respectful and flexible." It forcefully supports the notion of communication diversity and affirms our goal of meeting the visual communication needs of each individual.

"Adopted by the Board of Trustees in 1995, it states that "Gallaudet University is a bilingual
continued on page 4

Did you remember?



Vehicle Registration Deadline
September 30

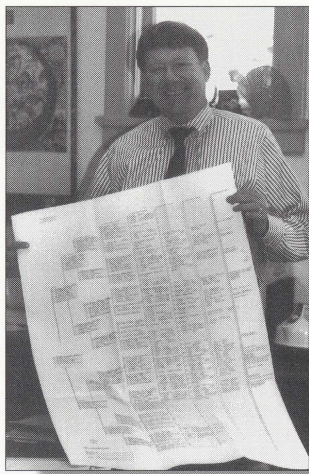
UP CLOSE

By Mike Kaika

Shaking a tree to find your roots

“Tracing a family tree can be fun and fascinating but the person should be fastidious with details,” advises Dr. Thomas Jones, a professor in the Department of Education.

Tom has been doing genealogy research for 35 years and is now a certified genealogist and book review editor for *National Gene-*



alogy Society Quarterly.

In the summer of 1982, one year after he began working at Gallaudet, Tom found the link showing that he is related to Edward Miner Gallaudet, Alice Cogswell, and Sophia Fowler. He is related through the maternal side of his family to EMG as a fifth cousin, four times removed, and to EMG's mother, Sophia Fowler, as a fourth cousin, five times removed. Thomas Hopkins Gallaudet (Sophia's husband), is an in-law rather than a blood relative to Tom. His relation to Alice Cogswell is also as a fourth cousin, five times removed.

Tom began tracing his family tree while he was in high school. Since that time he has followed his roots back many generations. He recently discovered that he is a direct descendant of John Winthrop (1588-1649), who was governor of the Massachusetts Bay Colony.

With today's technology, it is very easy to get started by using the World Wide Web as a research tool, said Tom. Using the Web can save a lot of time finding names and dates, especially when you log into the Social Security Death Index. “Anyone who passed away and received Social Security benefits will be listed in that index,” said Tom.

Other notable sources for information are the Mormon church's libraries and the National Archives.

But the best way to get started is to talk with your parents, grandparents, and other relatives, Tom recommends. Cemeteries are another invaluable source since headstones have names and dates of birth and death. Tom admits that when he and his family go on vacations, he visits cemeteries rather than golf courses.

“You should collect a wealth of information from family members before you even to go libraries, archives, or other places where

records may be kept,” said Tom. He advises would-be genealogists to be wary about surnames of ancestors—people change their names for a variety of reasons. Also, immigrants often chose or were assigned names that were easier to spell or pronounce than their original names, which can throw researchers off track.

Not only is genealogy an interesting hobby, it is educational as well. Tom and Dr. David Martin, a professor in the Department of Education, and a genealogist in his own right, taught honors genealogy courses at Gallaudet. “You can learn history, sociology, and culture of people by tracing family trees,” said Tom. “I know that once you get into genealogy and become interested in it, it will consume a lot of your time. But it is enjoyable and rewarding.”

Tom said he hopes to trace his family tree all the way back to Adam. **G**

AMONG OURSELVES

Director of Enrollment Services Astrid Goodstein was recently named president of the Maryland Association of the Deaf. Serving as vice president is Sean Markel, a Gallaudet sophomore; and filling the position of secretary is Ron Nomeland. Goodstein has been a member of MDAD since

1. She served as vice president

from 1995 to 1997, and she was chair of the 1997 convention held in Solomon's Island, Md., in July.

Arlene Blumenthal Kelly and Carolyn McCaskill-Emerson, professors in the Department of Deaf Studies, co-presented at the 1997 Deaf Women United Confer-

ence in Rochester, N.Y., July 30-August 3. The title of their presentation was “Diversity Appreciation: Incorporating Deaf Women's Studies into Deaf Studies.”

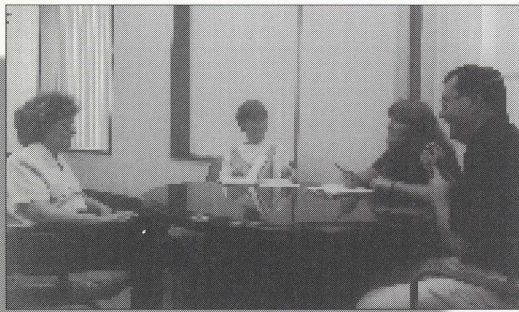
Louisiana State University Press has published *Cullen Montgomery Baker, Reconstruction Desperado*, which was written by History Professor Barry Crouch and Texas state archivist Donaly Brice.

Grounds Supervisor Peter Agostinelli and Groundskeeper Robert Crowe completed requirements and passed the test to become certified turfgrass professionals. The certification program is offered by the University of Georgia's Center for Continuing Education. Gardener II Pete McFadden has passed the exam to become a certified pesticide applicator. This certification requires ongoing training. He joins certified supervisors Trudy Haselhuhn and Peter Agostinelli.

PCNMP HAPPENINGS

Swedish educators visit PCNMP

By Shawn Mahshie
Distinguished Swedish educators Gunilla Christersson and Siv Dahlen visited Pre-College



Swedish educators Gunilla Christersson (second left) and Siv Dahlen discuss teaching methods for deaf students in Sweden with Director of Demonstration Schools, Katherine Jankowski (left). (Also pictured is interpreter Robert Hahn.)

National Mission Programs in September as part of a national tour of U.S. schools. Their aim was to learn more about findings and strategies at selected schools where the focus of research and

teaching are compatible with Sweden's goal of graduating literate, high-achieving, bilingual adults who are full participants in both deaf and hearing societies, as well as in their own families.

Christersson and Dahlen discussed issues in literacy, language assessment, and technology with Lynne Erting, lead teacher for Parent Infant/Preschool, Janet Weinstock, literacy teacher/specialist, Sanremi LaRue-Atuonah, ASL/Deaf Culture/Multicultural coordinator, Shawn Mahshie, managing editor, and David Schleper, literacy coordinator from PCNMP; and Cynthia Bailes, assistant professor in the Department of Education, Dr. Judith

Mounty, Powrie V. Doctor Chair of Deaf Studies, and Dr. Cynthia King, chair of Educational Foundations and Research, from the University.

The Swedish educators' visit ended with a discussion with Dr. Katherine Jankowski, director of the demonstration schools, concerning teaching methods and results for deaf students in Sweden. “Their perspectives on literacy development in deaf and hard of hearing children and their years of experience approaching these

bilingual perspective adds fresh insight to our understanding,” Jankowski said.

Christersson and Dahlen have team-taught for many years and developed the successful Adam's Bok series, which has had a significant impact on the implementation of bilingual education in Sweden. The series is comprised of a text, video, and teachers' manual designed to introduce written Swedish to young deaf children through weekly stories about a deaf child and his classmates and fam-

ily. The stories are presented in both Swedish and Swedish Sign Language, with guidance for teachers about how to utilize the lessons to promote literacy.

Sweden passed a law in 1981 recognizing Swedish Sign Language and supporting the goal of bilingualism for all deaf children. However, the widespread acceptance bilingual education enjoys among teachers and administrators, according to Christersson, has been gained gradually as teachers have reached their own conclusions through opportunities for in-depth study of sign language grammar. Educators in Sweden have also discovered that an understanding of the grammar of their own language, analyzed and explained from the perspec-

tive of a person who is learning it as a second language rather than as a native language from infancy, is a critical ingredient for success.

The visitors explained to Jankowski that they are still working to improve results with certain groups of children, especially those from other cultures whose families recently immigrated to Sweden (now comprising 35 percent of the population.) They were particularly impressed with the support provided to minority families through

An important goal is to decrease dependence on adults in the classroom and to promote self-directed thinking and cooperative interaction among students.

Pre-College's new Shared Reading and Family Math programs. Finally, they discussed Sweden's success with larger class sizes and teams of teachers who also focus on research. An important goal is to decrease dependence on adults in the classroom and to promote self-directed thinking and cooperative interaction among students.

ON THE GREEN

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Enrichment Day planning underway

By Katherine DeLorenzo
How well do we prepare our graduating seniors for the working world? What happens to them when they leave Gallaudet, and how do they perceive their college experiences? These are just some of the questions that will be explored at the University's 1997 Enrichment Day, which carries the theme "Focus on Seniors."

The October 7 event will take place at the Gallaudet University Kellogg Conference Center.

According to Coordinator of Faculty Development Charles Giansanti, who chairs the Enrichment Day planning committee, the day's events will also showcase some of the more timely ongoing projects of the University, particularly in the areas of technology, assessment, and literacy.

Presenting the keynote address will be Dr. Antoine Garibaldi, provost at Howard University and a noted scholar on urban educa-

tion issues, teacher education, and retention. Among his most recent works are *The Education of African-Americans* and *The Revitalization of Teacher Education Programs at Historically Black Colleges*.

Topics for this year's program include employment trends for recent graduates, the role of off-campus internship programs in preparing students for a competitive workforce, and assessment of students' self-perceptions and its place in language learning.

Information on who Gallaudet's seniors are and what they do after graduation are also the topics explored in four preliminary papers distributed to the campus community last week. These thought-provoking papers, said Giansanti, will provide a key stimulus for discussion on Enrichment Day.

The papers include reports by the Gallaudet Research Institute (GRI) and the Academic Advising and Career Center on the employment status and earnings of Gal-

laudet alumni, based on results from surveys obtained from over 4,000 Gallaudet graduates.

Also distributed was a report by the Council on Undergraduate Education's Subcommittee on University Literacy Standards. Titled the Senior Assessment Project (SAP), the project's goal is to examine the reading, writing, and American Sign Language skills of graduating seniors and their connection to improvements in literacy over time. This survey was also a collaborative effort in which GRI participated.

According to Terry Coye, director of the Writing and English Tutorial Centers, the author of one of the reports, and coordinator of the 1994 Enrichment Day on Literacy, the SAP will aid the University in determining what, if any, tests it can use to assess its students' literacy skills. "It might aid in establishing a barrier test or admission test," said Coye. By collecting information on seniors, Coye added, the committee can focus on what will best help current students, particularly incoming freshmen.

One method the project explored, Coye said, was to devise a testing scale based on one used by Educational Testing Service. This test measures the proficiency of non-native users of English seeking admission to American universities.

Another event scheduled to take place during Enrichment Day is an afternoon panel discussion by current Gallaudet seniors. "The panel will discuss various tidbits of useful information given by the seniors as a result of their experiences and the knowledge accumulated throughout their Gallaudet years" said Student Body Government President David Kurs.

Also scheduled are plenary sessions on technology preparedness by the University's technology fellows and a discussion of a Gallaudet "creed" supporting the concept of academic community. Information on the A-RAP (Action*Results*Assessment*Planning) teams will be provided, and results of the American College Testing Service (ACT) Student Opinions Survey will be disseminated and explained.



ALUMNI CONNECTION

Peikoff Alumni House volunteers at work

By Daphne Cox McGregor
Volunteers, both of alumni and friends, are the heart of many successful projects generated within the Peikoff Alumni House ("Ole Jim"). Without the hours of devotion and assistance from a core group of 34 volunteers, many programs sponsored by the Office of Alumni Relations and the Alumni Association simply would not be completed.

Every month, Bobbie Boswell, administrative secretary/interpreter, calls volunteers to come and help with special projects. Sometimes one volunteer is needed; other times as many as 15! Tasks include "stuffing and labeling" for mass mailings of packets such as the annual invitation to the Charter Day Banquet and Awards Program, GUAA Membership packets for the graduating classes, and other GUAA materials.

Data entry of alumni records is a major responsibility of Ernie Hoffmann, '66, coordinator of facilities and records. Since the launch of the Gallaudet Alumni Home Page last year, there has been a tremendous increase in e-mail contacts from alumni using this method to update their home and e-mail addresses, phone numbers, and other personal information. New information comes in every day, and volunteers help with the vital task of entering data into the computer.

"Computer volunteers" help the Office of Alumni Relations keep track of still other volunteers. To encourage greater alumni involvement in the University's mission, alumni nationwide have been solicited to serve as Trailblazers and Ambassadors and to participate in the Alumni Affinity Program and the Alumni Visitors Program. Data related to this group of alumni volunteers is also added to the computer.

During the 1997 fiscal year, the 34 hard-working volunteers put in approximately 1,175 hours of work. This translates to nearly 30 weeks of a regular 9-5 work week for one employee! The number speaks volumes about the value of the volunteers' contributions to the alumni program and to the University. Said Mary Anne Pugin, '71, director of alumni relations and executive director of the GUAA, "We couldn't possibly function without them and their delight and enthusiasm in helping us out puts appreciative smiles on our faces!"

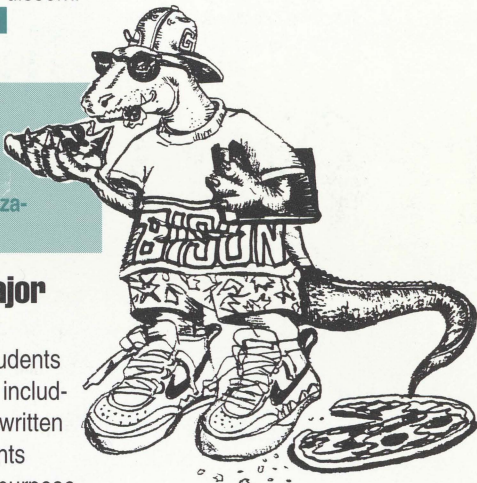
Included in the core group are two new regular volunteers who come to "Ole Jim" and assist with office-related tasks. Nelly Schroeder, the mother of two Gallaudet alumni, Carl, '83, and Gerhard, '95 (deceased), helps with filing, mailing, organizing, and research. Rochelle Harrison, a student in the Catonsville Community College Interpreter Program, focuses on computer-related tasks.

The Office of Alumni Relations gratefully acknowledges the following people's assistance and support towards during 1997:

Edna Paananen-Adler, '37; Vivian Barker, '56; Dot Berrios, E-'49; Jose Berrios; Doris Campbell, E-'56; May Curtis, '33; Verna Domich, '39; Bob Fisher, '69 & G-'71; Rochelle Harrison; Francis Higgins, '36; Marlene Hines; Rudy Hines, '47; Robert Lankenau, '42; Rex Lowman, '40; Virginia Luke, '57; Lori Mack, '98; Willie Muse; Jules Nelson, '95; Agnes Padden, '47; Donald Padden, '45; Frances Parsons, '67; Polly Peikoff, E-'36; Don Peterson, G-'53; Dr. Richard "Dick" Phillips, '40 (deceased); Ruth Phillips, E-'40; Nelly Schroeder; Phoebe Tharp, E-'41; John "Tubby" Tubergen, '40; Bernice Turk, '53; Louis Val; Sarah Val, '67 & G-'69; Leira Wurdemann; Isadore Zisman; Jean Zisman, '49.

Stu • dent • sau • rus

(stoo • dant • soar • us) n. 1. a special breed of inquisitive men and women who Gallaudet recruits, retains, and educates. 2. pizza-



New option for undergrads: self-directed major

At its meeting on September 22, the Faculty Senate's Council on Undergraduate Education provided a detailed explanation of the new Self-Directed Major, which was designed for students who want to construct their own major programs of study to fit their particular needs, capabilities, and interests.

The primary advantage of the new major is that it allows and encourages creativity in both students and academic departments, thereby enhancing the intellectual environment of the campus.

The new major works this way: any student may design one if no other major or double major is offered at Gallaudet that satisfies the student's academic interests.

A series of rigorous steps

must be taken by the students who choose this option, including the submission of a written proposal in which students explain in full detail the purpose, design, and content of their major. In addition, there will be a special "capstone experience" required of all self-directed majors when they complete their course work, such as a major research project, paper, or thesis.

The major will require between 30 and 45 credit hours, of which at least one-half must be from 300- and 400-level courses offered at Gallaudet.

Students interested in obtaining more information about the Self-Directed Major should contact the dean's office in the School of Undergraduate Studies.



Visitors Center student tour guide Chad Entinger takes questions about the history of the University from students in a First Year Seminar class.

Deaf Entertainment TV—October 1-7 Gallaudet Cable TV Channel 21						
Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
1 "What's Up, Gallaudet?" rerun; 9 p.m. - Deaf Drive-In: Mr. Holland's Opus	2 6 a.m.-1 a.m. "What's Up, Gallaudet?"	3 6 a.m. - 1 a.m. "What's Up, Gallaudet?"	4 1 p.m. & 9 p.m. - Deaf Drive-In: Mr. Holland's Opus	5 9 p.m. - Sign Language Plays: Only an Orphan Girl	6 6 a.m.-1 p.m. - "What's Up, Gallaudet?" rerun; 9 p.m. - Deaf Comedians and Storytellers: "It's Music to Your Eyes"	7 6 a.m.-1 p.m. - "What's Up, Gallaudet?" rerun; 9 p.m. - "Deaf Mosaic"; 9:30 p.m. - Deaf Documentaries: So Long Silence

DET is brought to you by the Office of Public Relations, Gallaudet University Library, and Gallaudet Cable TV. It is produced especially for the Gallaudet community and can be found on Channel 21 of Gallaudet's cable TV system. If you have ideas or comments on shows that you've seen or would like to see, let us know. Contact us via e-mail at GUNews or by phone at X5505.

In search of the perfect lawn: tips from Grounds Services

By Steve Nash

This time of year brings not only the return of students but cooler fall weather. This is also the best time to prepare your lawn for next year. Whether you are doing a total renovation or a little seeding, this is an ideal time.



Grounds Services employees Mike Schroth and Jennifer Brezinski pull weeds from the shrubbery adjacent to the EMG Building.


Two weeks ago, Gallaudet's Grounds Services employees seeded campus-wide with turf-type tall fescue. This type of grass is ideal because it is a hearty variety that can withstand drought conditions (not to mention pedestrians who stray from the sidewalks!)

For the homeowner, the type of seed you use depends on how much work you want to put into your lawn. If you enjoy spending

a lot of time working in the yard and you want the "golf course look," I recommend seeding with a mixture of Kentucky bluegrass and perennial ryegrass. These grasses are fine textured and form a beautiful, dense turf. They do require frequent irrigation and regular fertilization. If you don't want to spend your whole week-end sprucing up the lawn, I would recommend a blend of mostly turf type tall fescue like we use on Kendall Green.

The first step is to loosen the ground for the seed to sit in and germinate. It is also a good time to add lime or other soil additives. Most county or city extension services can help you determine what additives your lawn needs if you provide them with a soil sample.

After preparing the soil, spread the seed and water it. Try to keep the soil moist until germination, which should be seven to 14 days. After germination, apply fertilizer and do a second application around 40 days later. For an existing lawn that doesn't need seeding, fertilizer should be applied now and again in 40 days.

If you take time and put in some effort now, you should enjoy the reward of a beautiful lawn come spring. 

Dr. Jordan addresses sign communication


continued from page 1

community in which both American Sign Language and English thrive." The Statement recognizes that American Sign Language is a key part of communication at Gallaudet. I, too, value ASL. During my presidency, I have encouraged and supported research aimed at enhancing the use, study, and preservation of ASL. The result of this effort is obvious: more ASL courses in the curriculum, the Department of Deaf Studies in the College of Arts and Sciences, and the Center on ASL Literacy and Training, which works with the entire community to improve the level of sign communication skills. Most recently, a faculty, student, administration task force began work last spring to identify the range and variety of best practices in visual communication in classrooms and suggest ways for them to be adopted and evaluated.

"Like the Gallaudet University Vision Statement, the Statement on Sign Communication is a star toward which the University is steering. We have already embarked on that journey. It is up to all of us to continue to chart the course, to work collaboratively to devise creative ways to meet the communication needs of every student and to make our pledge of clear, direct visual communication a reality.

"Any effort to force our community to adopt an official lan-

guage violates the spirit of inclusion that is America and that Gallaudet has embraced for more than a century. Congress has repeatedly rejected the notion that making English the official language of the United States is necessary to assure the future of American culture. In other words, the United States has no official language. Deaf culture like American culture, is strong, vibrant, and thriving; it has always been and will continue to be very much a part of what shapes our unique university. However, the different perspectives and beliefs that individuals from other cultures bring also contribute greatly to the Gallaudet identity. Individuals with different communication backgrounds and signing styles will always have a place on our campus. To exclude or suppress individual choice is never in the best interest of the University or the students we serve.

"No university worthy of the name would adopt a position that seeks to suppress debate and exclude all other perspectives. I take pride in the fact that I have made it a mark of my administration to welcome ideas, no matter how controversial. Any group has the unquestioned right to express strong beliefs without fear of reprisal or intimidation. I look forward to continued open and inclusive, but sometimes difficult, conversations that will help us move closer to our communication ideal." 



ASK AUNT SOPHIE

Dear Aunt Sophie,
Why is ASL so hard for me to learn? I've been working here for more than a year and can barely sign my way out of a paper bag! It's embarrassing and discouraging. I go to class and do pretty well there, but in a real-life situation I'm usually lost. Maybe I'm just too old to learn a new language!

Struggling Signer

Dear Struggling,

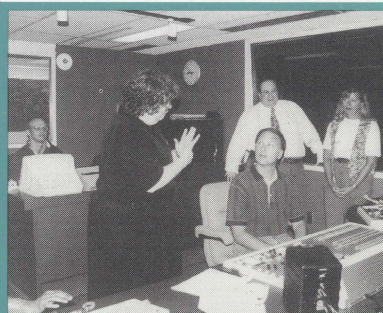
First of all, do refrain from using the "too old to learn" dodge. That won't wash at all. There are

there, and asked her for some insights on what it takes to become a decent signer.

Susan says that people she knows who started out as non-signers and became very or even somewhat proficient in ASL possessed two crucial qualities: a "go for it" attitude and a willingness to interact with native signers. "It's not enough to faithfully attend classes only to go back to your office and never put your skills to use," she says.

Susan also told me about the many services the center offers to people who want extra help with

Holly Roth, sign language trainer for the Center for ASL Literacy, teaches advanced ASL to staff from the Department of TV, Photography, and Educational Technology: John Mullen (background, seated), senior producer/director; Ron Reed (foreground, seated), senior producer/videographer; Jim Dellon, director of TV programming and services; and Sandy White, senior producer/writer.



too many wonderful examples of people taking up painting or poetry or quantum physics later in life and achieving phenomenal success.

However, it's true that some things are harder for some people to learn than they are for others. For example, I cannot cook. I have a great desire to turn out fine gourmet meals and have taken several classes on the matter, but I just don't get it. I haven't actually killed anyone yet, but I noticed that I'm always asked to bring the wine or a veggie tray to potluck suppers—if you know what I mean.

But back to your question. I called the Center for ASL Literacy and spoke to Susan Karchmer, the interim director

their signing. There's even a self-paced computerized program that, while no substitute for regular classes, is very helpful.

So don't despair. Instead, do something about it. Think positively, work hard, and get off your duff and mingle with people who are good signers. Also, it might be wise to accept the fact that you're not going to be standing on a platform in the Field House interpreting Commencement or the like any time soon—but at least you'll get out of that "paper bag."

If you have a burning question that you would like to ask Aunt Sophie, e-mail her at PUBLI-CREL. Be sure you say your question is for Aunt Sophie.



WHAT'S HAPPENING... AND WHEN

(Note: For more information about athletic events, call the Athletics Department at x5603.)

October

3 Psychology Colloquium Series: "Eating Disorders and Obesity" by James Gray, Ph.D., noon-1 p.m., HMB Room W320; ASL Interaction Lunch, noon-1 p.m., Merrill Learning Center upper level; MSSD Varsity Volleyball at Maryland School for the Deaf, 7 p.m.
3-4 Volleyball at Washington College Invitational, time TBA
4 Men's and Women's Cross Country at Susquehanna University Invitational, time TBA; MSSD Varsity Football at Maryland School for the Deaf, 1:30 p.m.
6-10 Midterm Week
6-9 Kappa Sigma Fraternity Bake Sale, Ely Center

7 No Classes; Enrichment Day—"FOCUS ON SENIORS: Who are they? What becomes of them? How can we better prepare them?", 8 a.m.-4 p.m., Gallaudet University Kellogg Conference Center; Volleyball vs. St. Mary's College (Md.), Capital Athletic Conference Match-up, 6 p.m., Field House; MSSD Volleyball at Georgetown Day, Junior Varsity at 4:30 p.m., Varsity at 5:30 p.m.

8 Gallaudet University Congressional Basketball Classic, 7 p.m., Field House, Come watch the Democrats play the Republicans!, free; MSSD Volleyball at National Cathedral School, Junior Varsity at 4 p.m., Varsity at 5 p.m.; MSSD Junior Varsity Football vs. RMA, 6:30 p.m., MSSD Football Field